

Communication in the Major (from Step 4: Learning Outcomes)

Communication in the Major courses provide students with systematic opportunities to develop oral and written communication skills in the context of their chosen fields, beginning the process of learning to communicate effectively in discipline-specific formats and styles.

Upon completing this requirement, students will be able to:

- Apply discipline-specific standards of oral and written communication to compose an articulate, grammatically correct, and organized presentation/piece of writing with properly documented and supported ideas, evidence, and information suitable to the topic, purpose, and audience.
- Critique their own and others' writing/oral presentations to provide effective and useful feedback to improve their communication.

Communication in the Major (from Step 5: Course & Instructor Criteria)

1. The Communication in the Major requirement addresses discipline-specific communication that builds on the Written and Oral Communication learning outcomes of the Foundation level.
2. Departments or units will designate a minimum of six credits at the 200-level or above within each major to meet the Communication in the Major requirement. Departments may distribute this requirement over any number of courses. These courses may, when appropriate, come from other departments but must be included as part of the major.
3. These courses must include a plan for how student achievement of the approved Communication in the Major learning outcomes will be assessed.
4. All instructors teaching Communication in the Major courses must complete a workshop coordinated by the Center for Academic Excellence and Student Engagement.
5. Communication in the Major courses should have sufficiently small enrollments so that students will receive adequate personal feedback, from both instructors and their peers, on their communication skills.
6. Assignments should be based on the kinds of communication typical of the relevant discipline or profession.
7. Both writing and speaking instruction should be integrated into course discussions and activities and include grading criteria, revision experiences, and opportunities for student peer review. Writing and speaking instruction can be taught together in a single course or divided among courses.